



COURSE OUTLINE

ELCC 111

CHILD GROWTH & DEVELOPMENT I

**45 HOURS
3 CREDIT COURSE**

PREPARED BY: Rebecca Fenton

DATE: March 16, 2015

APPROVED BY: Andrew Richardson

DATE:

APPROVED BY ACADEMIC COUNCIL: May 25, 2015

RENEWED BY ACADEMIC COUNCIL: (date)

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Yukon College
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CHILD GROWTH & DEVELOPMENT I

INSTRUCTOR: Leslie Peters	OFFICE HOURS: TBA
OFFICE LOCATION: TBA	CLASSROOM: TBA
E-MAIL: lpeters@yukoncollege.yk.ca	TIME: Tuesdays, 6:30 - 9:30 PM
TELEPHONE: (867) 668-8845	DATES: Sept 12 - Dec 12, 2017
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COURSE DESCRIPTION

This course provides students with a basic understanding of various theories of child development relevant to facilitating growth and development of the whole child during the first six years of life.

PREREQUISITES

None. It is recommended that students have completed Grade 12, including English 12.

EQUIVALENCY OR TRANSFERABILITY

Please check the following link <http://www.yukoncollege.yk.ca/programs/info/ecd> for information about transferability of Early Learning and Child Care courses.

LEARNING OUTCOMES

Upon successful completion of the course, students will:

- Know themes and theories related to child development and research techniques utilized in this field of study
- Be able to describe the stages of early brain development and explain the importance of helping children reach their fullest potential through the provision of optimum conditions for brain development using the SPICE

acronym (Social, Physical, Creative/Cultural, Intellectual and Emotional),

- Be able to describe the sequence and characteristics of the growth and development of the whole child during the first six years of life
- Be able to identify and describe influences, including those relevant to the North, that affect SPICE areas of growth and development of the whole child during the first six years of life
- Have an introductory understanding of atypical child development during the first six years of life.

COURSE FORMAT

This 45-hour course will be delivered in the classroom setting and/or via web-conferencing by the instructor. The presentation of information will be primarily delivered by the instructor and occasionally by guest speaker.

Each lesson will include a variety of teaching/learning experiences. These strategies may include lecture, large and small discussion groups, in-class projects, experiences, simulations, role plays, observations, readings, audio-visual aids, guest speakers, and students' individual assignments.

ASSESSMENTS

Attendance and Participation

Much of the learning is done in the classroom. Students learn from each other, as well as from the instructor; therefore, attendance and appropriate participation are essential.

Students are expected to attend and participate in all classes, are expected to be actively involved in discussions, and must take responsibility for their own learning. The students' own personal experience and thoughts will provide much of the material for discussion. Therefore, it is expected that students are prepared for classes by having completed the requiring readings, assignments and other assigned work. Emphasis will be placed on learning by doing and on personal reflection on individual experiences.

Professional behaviour is expected. If a class should be missed, the student will communicate with their instructor ahead of time.

Assignments

Each assignment is designed to help the student synthesize knowledge from class, readings, personal knowledge, and traditional knowledge to build greater understanding. Planned class discussions are enriched when students have completed assigned work at the appropriate time. Material from student assignments also plays

an important role in helping the instructor design class activities and lectures to best suit the group of students. Therefore, handing in assignments on the due dates is very important.

Please note that **ALL** assignments must be completed in a satisfactory manner (over 50% grade) to receive a passing grade for the course.

ASSIGNMENT #	ASSIGNMENT NAME	Grade	Due Date
Assignment #1	Developmentally Appropriate Activities	20%	Class 7,8, 10 & 11
Assignment #2	Research Techniques in Child Development	25%	Class 5, 6 10, 12 & 13
Assignment #3	Brain Development	25%	Class 7 & 8
Assignment #4	A Young Child's Perspective	30%	Class 9 & 14

Assignments will be discussed at the beginning of the course and presented in writing with criteria clearly defined. All students are encouraged to contact the instructor if they have questions or concerns about assignments or their progress. In exceptional circumstances, students may discuss alternate arrangements with their instructor (such as late submission of assignments, etc.).

ALL assignments must also be submitted punctually. **5% will be deducted** for each calendar day that an assignment is late.

Please see additional comments about assignments in the assignment package.

REQUIRED TEXTBOOKS AND MATERIALS

Kail, R.V. and Zolner, T. (2012). *Children: A Chronological Approach* (3rd Canadian Ed.). Toronto: Pearson Education Canada.

Wylie S. & Fanning, K. (2012). *Observing Young Children: Transforming Early Learning Through Reflective Practice* (4th Ed.) United States: Nelson Education

Bronfenbrenner, U., (1977). Toward Experimental Ecology of Human Development. *American Psychologist* Vo. 32(7), Jul 1977, 15 - 531. Retrieved from <http://maft.dept.uncg.edu/hdf/facultystaff/Tudge/Bronfenbrenner%201977.pdf>

ACADEMIC AND STUDENT CONDUCT

Information on academic standing and student rights and responsibilities can be found in the Academic Regulations:

http://www.yukoncollege.yk.ca//downloads/Yukon_College_Academic_Regulations_and_Procedures_-_August_2013_final_v1_.pdf

PLAGIARISM

Plagiarism is a serious academic offence. Plagiarism occurs when students present the words of someone else as their own. Plagiarism can be the deliberate use of a whole piece of another person's writing, but more frequently it occurs when students fail to acknowledge and document sources from which they have taken material. Whenever the words, research or ideas of others are directly quoted or paraphrased, they must be documented according to an accepted manuscript style (e.g., APA, CSE, MLA, etc.). Resubmitting a paper which has previously received credit is also considered plagiarism. Students who plagiarize material for assignments will receive a mark of zero (F) on the assignment and may fail the course. Plagiarism may also result in dismissal from a program of study or the College.

YUKON FIRST NATIONS CORE COMPETENCY

Yukon College recognizes that a greater understanding and awareness of Yukon First Nations history, culture and journey towards self-determination will help to build positive relationships among all Yukon citizens. As a result, to graduate from ANY Yukon College program, you will be required to achieve core competency in knowledge of Yukon First Nations. For details, please see www.yukoncollege.yk.ca/yfnccr. **ELCC 100 Cultural Competencies in ELCC meets the Yukon First Nations Core Competency requirement.**

ACADEMIC ACCOMMODATION

Reasonable accommodations are available for students with a documented disability or chronic condition. It is the student's responsibility to seek these accommodations. If a student has a disability or chronic condition and may need accommodation to fully participate in this class, he/she should contact the Learning Assistance Centre (LAC) at (867) 668-8785 or https://www.yukoncollege.yk.ca/student_info/pages/learning_assistance_centre

ACADEMIC SUPPORT CENTRE and LORENE ROBERTSON WRITING CENTRE

The Academic Support Centre exists to support all students at Yukon College. The Centre offers a supportive and welcoming space for students to study and receive help with writing, math, computers, and other academic skills. The Lorene Robertson Writing Centre is staffed by helpful writing coaches from across the College and offers one-on-one appointments to students in need of writing support.

http://www.yukoncollege.yk.ca/student_info/pages/academic_support_centre

TOPIC OUTLINE

CLASS	TOPIC(S)
1	<ul style="list-style-type: none"> ❖ Get to Know Each Other ❖ Intro to Course & Assignments ❖ Why Study Child Development?
2	<ul style="list-style-type: none"> ❖ Child Development: Theories and Themes ❖ Research in Child Development ❖ Assignment #5 Discussion and list generation ❖ Assignment #4 Worktime
3	<ul style="list-style-type: none"> ❖ Research in Child Development ❖ Genetic Bases ❖ Assignment #4 Worktime
4	<ul style="list-style-type: none"> ❖ Prenatal Development & Birth ❖ Assignment #4 Worktime
5	<ul style="list-style-type: none"> ❖ Physical Development in Infants and Toddlers ❖ Observation Technique #1 ❖ Assignment #4 Worktime
6	<ul style="list-style-type: none"> ❖ Cognition in Infants and Toddlers ❖ Observation Technique #2 ❖ Assignment #4 Worktime
7	<ul style="list-style-type: none"> ❖ Social and Emotional Development in Infants and Toddlers ❖ Assignment #4 Presentations ❖ Observation Technique #3
8	<ul style="list-style-type: none"> ❖ Social and Emotional Development in Infants and Toddlers ❖ Assignment #4 Presentations

9	<ul style="list-style-type: none"> ❖ Language Development in the First Six Years of Life (Guest Speaker) ❖ Observation Technique #4
10	<ul style="list-style-type: none"> ❖ Physical Growth in Preschool Children ❖ Observation Technique #5
11	<ul style="list-style-type: none"> ❖ Cognitive Development in Preschool Children ❖ Social-Emotional Development in Preschool Children ❖ Observation Technique #6
12	<ul style="list-style-type: none"> ❖ Social-Emotional Development in Preschool Children ❖ Assignment #5 Presentations ❖ Observation Technique #7
13	<ul style="list-style-type: none"> ❖ Atypical Development ❖ Positive Guidance/Discipline
14	<ul style="list-style-type: none"> ❖ Positive Guidance/Discipline ❖ Evaluation ❖ Last Class Wrap-Up